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ABSTRACT

Career guidance techniques in this package focus on the competency area of occupational information. The package is one of eight, each covering one of the following career guidance competencies that were identified and validated as needed by teachers to assist in the career development of their students: Valuing, decisionmaking, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. The teacher competency for this package involves the use of activities designed to enable learners to develop meaningful methods for using occupational information. The 14 sample activities presented are titled: "Finding Career Information," "Name-That-Job Game," "Job Chain," "Past, Present, and Future Jobs," "The Art of Finding a Job," "Alternative Occupational Goals," "Parent Interview," "Cluster Tree," "Thing Box," "Tools of the Trade," "Occupational Booklet," "Occupational Scavenger Hunt," "Career Bowl," and "In-School Visitation." The following information is provided for each activity: Goals, materials required, physical setting, procedure, suggestions, grade level, group size, and time required. (TA)

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CG-0006-01

OCCUPATIONAL INFORMATION

Teacher Competency: Provide the learners with occupational information.

ILS

INDIVIDUALIZED LEARNING SYSTEMS

for: Career/Vocational Education
Staff Development

CAREER GUIDANCE TECHNIQUES FOR CLASSROOM TEACHERS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 009 528

OCCUPATIONAL INFORMATION

CG-0006-01

EIGHT BASIC CAREER GUIDANCE COMPETENCIES FOR TEACHERS

- Enable learners to identify and clarify personal abilities, interests, and values in relation to their career development.
- Enable learners to aquire and apply decision-making skills.
- Enable learners to discover the interactions among life roles, personal life-styles, and occupational choices.
- Identify and use school and community resources which will assist the learners in their career development.
- Enable learners to identify and understand the differences in working relationships associated with various occupations.
- Provide the learner with occupational information.
- Work with the learner to involve parents in the learner's career development.
- Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

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CAREER GUIDANCE TECHNIQUES
FOR
CLASSROOM TEACHERS

- VALUING
- DECISION-MAKING
- LIFE-STYLE
- COMMUNITY RESOURCES
- WORKING RELATIONSHIPS
- OCCUPATIONAL INFORMATION
- PARENTAL INVOLVEMENT
- TESTS

This package of career guidance techniques focuses on one of eight basic career guidance competencies that were identified and validated as needed by teachers as they assist in the career development of their students. A total of eight packages are available--one in each of the above eight competency areas.

The sample activities presented here and those which you will add will enable students to obtain a better understanding of themselves, gather information which will help them determine more clearly where they might go with their life and improve their career decision-making skills. In short, each competency provides additional dimensions to the students' every-changing, every-growing career development.

You, the teacher, are the key to this dynamic process. Through your expert help, knowledge and skill--through guidance in your classroom--students can:

- come to know themselves and their capabilities
- gain control and improve their confidence
- improve their career decision-making
- gain a perspective of things learned and done and things to learn and do
- determine the resources they need to achieve multiple goals

The additions you make to the system, blended with the basics provided in these competencies, will provide for needed student growth.

INTRODUCTION

TEACHER COMPETENCY: Provide the learners with occupational information

There is a wealth of information about occupations. The problem is in developing meaningful methods for its use. Many occupations require skills in communication, math, research and other competencies taught in the schools. It is equally important to learn the practical uses of these skills. The activities within this packet will lead them through this search.

There is much commercially-produced information available for classroom use (see bibliography). The activities will be of help where those materials are not available. By searching through occupational information sources, students will develop an understanding of requirements and qualifications.

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Defining all jobs required to produce an item.

Activity 4: PAST, PRESENT AND FUTURE JOBS.
Identifying historical aspects of job cluster areas.

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Applications, resumes and interviews.

Activity 6: ALTERNATIVE OCCUPATIONAL GOALS.
Steps necessary to reach occupational goals.

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OCCUPATIONAL INFORMATION
Activity # 1
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DESCRIPTIVE ACTIVITY TITLE: Finding Career Information

GRADE LEVEL: X JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: 1-5 days

GOALS: Students will be introduced to terminology of and resources for career information.

MATERIALS REQUIRED

PHYSICAL SETTING

Classroom

PROCESS:

1. Discuss the terms "career," "occupation," and "job."

2. Discuss sources of information on occupations:

School library	Films
Counselor offices	Filmstrips
Career centers	Books
Public Libraries	Pamphlets
Post-secondary institutions	Occupational kits and games
Employment Department	Professional publications
Individual businesses and agencies	
Newspaper, TV, Radio, periodicals	
Labor unions	
Employees	
Want Ads	

3. Students each choose an occupation for research. They are to find the following information by using at least three different sources:

Tasks performed	Pay/salary
Tools or equipment needed	Advancement
Educational requirements	Hours
Outlook	Advantages/disadvantages
Location	Organization involved
Working conditions	Fringe benefits

4. Discuss their findings.

OCCUPATIONAL INFORMATION
Activity # 2
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DESCRIPTIVE ACTIVITY TITLE: Name-That-Job Game

GRADE LEVEL: _X_ JH
_X_ HS
_X_ PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: 1 period

GOALS: Identifying Jobs and Job Clusters.

MATERIALS REQUIRED

Adhesive-backed stickers

PHYSICAL SETTING

Classroom

PROCESS:

1. Make a listing of 30 jobs, two from each of the 15 U. S. Office of Education clusters listed below. Write these on adhesive-backed labels.
2. Place a label on each student's back. They will not know what the job is. Students mingle and ask "clue" questions that are answered only "yes" or "no." Each student keeps circulating until he has guessed the job on his label. Then remove the label and place it on the front of the person.
3. When all jobs are guessed, students identify the cluster group the jobs represent.

Variations:

--Use jobs no longer in existence (stagecoach driver, lamp lighter, etc.).

--All jobs of one cluster.

--All jobs of one product area.

Cluster:

Agribusiness & Natural Resources--rancher, forester

Business & Office--accountant, bookkeeper

Communications & Media--TV announcer, reporter

Construction--carpenter, plumber

Consumer & Homemaking Related--home economist, dietition

Environmental Control--pollution monitor, environmental control agent

Fine Arts & Humanities--dancer, writer

Health--dentist, X-Ray technician

Hospitality & Recreation--park director, motel manager

Manufacturing--assembly line worker, assembler

Marine Science--fisher, oceanographer

Marketing & Distribution--salesperson, advertising agent

Personal Service--barber, lawyer

Public Service--police officer, mail carrier

Transportation--truck driver, conductor

OCCUPATIONAL INFORMATION
Activity # 3
Page 1 of 1

DESCRIPTIVE JOB TITLE: Job Chain

GRADE LEVEL: X JH
X HS
PHS

GOALS: Illustrate the interdependence of occupations involved in the development of a product.

ADAPTABLE TO:
FA Sci.
LA SS
M V
PE

MATERIALS REQUIRED

PHYSICAL SETTING

Classroom

GROUP SIZE: Class

TIME REQUIRED: 1 period

PROCESS:

1. Develop a list of products that involve a large number of job areas in the production process, i.e., automobiles, breakfast foods, television sets.
2. Divide into groups of three, and assign each group one of the products. The group will brainstorm, developing a list of all the jobs involved in the production process. 10 minutes.
3. Groups report to the class. The class suggests any jobs that were not mentioned.
4. The group will then classify each of the listed jobs by U. S. Office of Education clusters.

Variations:

Divide into groups of three. List only one product, i.e., automobiles, and ask each group to brainstorm the jobs. They will receive one point for each legitimate job area listed. They will receive a second point for each correct cluster listed with the job. The group with most points wins.

GRADE LEVEL: X JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: 1 period

DESCRIPTIVE ACTIVITY TITLE: Past, Present and Future Jobs.

GOALS: Students will be introduced to the concept of everchanging occupations within cluster areas.

MATERIALS REQUIRED

Past, Present, Future Jobs sheet.

Hand out "Past, Present and Future Jobs" sheet.

PHYSICAL SETTING

Classroom

PROCESS:

1. Divide into groups of 3.
2. Hand out "Past, Present and Future Jobs" sheet.
3. Each group lists, for each cluster, jobs that"
   a) No longer exist (i.e., Transportation--stagecoach driver).
   b) Presently exist (i.e., Transportation--truck driver).
   c) Do not exist now but may in the future (i.e., Transportation--Interplanetary Spacefreight Driver).
4. Groups answer these questions about each job:
   a) What change brought on the end of the first job?
   b) What change (if any) might bring an end to the present job?
   c) What can these present employees move into?
   d) When do you anticipate the future job to begin?
5. One person from each group explains group conclusions to the class.

PAST, PRESENT AND FUTURE JOBS

CLUSTER	OUTDATED JOB	PRESENT JOB	FUTURE JOB
Agribusiness & Natural Resources			
Business & Office			
Communications & Media			
Construction			
Consumer & Homemaking Related			
Enrivonmental Control			
Fine Arts & Humanities			
Health			
Hospitality & Recreation			
Manufacturing			
Marine Science			
Marketing & Distribution			
Personal Service			
Public Service			
Transportation			

OCCUPATIONAL INFORMATION
Activity # 5
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DESCRIPTIVE ACTIVITY TITLE: The Art of Finding a Job

GRADE LEVEL: X JH
X HS
X PHS

GOALS: Students will become familiar with job applications, resumés and job interviews.

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: Undetermined

MATERIALS REQUIRED

resumé forms
application forms

PHYSICAL SETTING

Classroom

PROCESS:

Ninety percent of the individuals who search for a job manage to find employment on their own. However, job finding skills differ greatly from person to person. Here are constructive approaches and attitudes that might be helpful in securing a job.

a. Employers strongly suggest that individuals come to interview alone and not with friends. A personnel manager might want to hire one of the applicants, but because he doesn't want to hurt anyone's feelings, he might turn down all members of the group.
b. Be prepared to sell yourself. Present your strong points and accomplishments, including any situation in which your abilities were acknowledged and commended.
c. Familiarize yourself with the techniques of filling out job application forms. Have available information concerning previous employment, school and family data, as well as those individuals whom you would like to give as references. Have application and resumé ready and neat.
d. Be sure to take Social Security number.
e. Realize that employers are impressed with an applicant who is neat and clean in appearance (never overdressed or overly made-up), courteous, enthusiastic and expressive.

1. The teacher will distribute job application forms to the students. If possible, use a variety of forms.
2. The class will discuss the various forms, their similarities and differences, after they have been completed.
3. Discuss with students a resumé.
4. Have each class member write a personal resumé. Give them an example, if possible. Include: name, address, phone, occupational goal, personal information, special skills, personal references.
5. Discuss with students a job interview.
6. Have students play the roles of personnel director and applicant. Tape, if possible.

OCCUPATIONAL
INFORMATION
Activity # 6
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DESCRIPTIVE ACTIVITY TITLE: Working Your Way Up

GRADE LEVEL: X JH
X HS
PHS

GOALS: Students will develop the process steps necessary for employees to ultimately reach occupational goals.

ADAPTABLE TO:
FA Sci.
LA SS
M V
PE

MATERIALS REQUIRED:
Resource materials

PHYSICAL SETTING
Classroom

GROUP SIZE: Class

TIME REQUIRED: 1-5 periods

PROCESS:

1. Have each student choose an occupational area of interest.
2. Through resource information, they are to determine entry level jobs for this area.
3. They then determine where these jobs can ultimately lead and the steps they must take to get them (experience, more education, etc.).
4. Class discussion on the findings.

OCCUPATIONAL INFORMATION
Activity # 7
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DESCRIPTIVE ACTIVITY TITLE: Parent Interview

GRADE LEVEL: X JH
X HS
PHS

ADAPTABLE TO:
FA Sci.
LA SS
M V
PE

GROUP SIZE: Class

TIME REQUIRED: Undetermined

GOALS: Become familiar with their parents' occupations. Students will receive occupational information. Assist students in long-term career planning.

MATERIALS REQUIRED:

Parent Occupational Interview form

PHYSICAL SETTING:

Classroom for Report

PROCESS:

1. Distribute Parent Occupational Interview form.
2. Each student is to interview his parents with the form.
3. Students report results in class so all can share information gained about all occupations represented.

PARENT OCCUPATIONAL INTERIVEW

1. Name of Job _____

   A. Where are you employed? _____

   B. What hours do you work? _____

2. Future employment prospects

   A. What demand is there for this job? _____

   B. What training do you need for this job? _____

   _____

3. What qualifications must you have for this job?

   A. Age _____

   B. Skills required _____

   C. Other physical requirements _____

   _____

4. What are your feelings about this job?

   A. What do you like about it? _____

   _____

   B. What do you dislike about it? _____

   _____

   C. Would you choose your same job again? _____

   D. Would you want your child to enter the same field of work? _____

   _____

5. How is the work environment?

   A. Is it clean? Noisy? _____

   B. Do you work alone or with others? _____

   C. Is your job dangerous? Why? _____

   _____

OCCUPATIONAL INFORMATION
Activity # 8
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Cluster Tree

GRADE LEVEL: ___JH
X HS
___PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: 1 period

GOALS: Illustrate similarities in jobs.

MATERIALS REQUIRED

Construction paper

Magazine

Scissors

Glue

PHYSICAL SETTING

Classroom

PROCESS:

1. Review with the students the concept of clustering.
2. When clusters are determined, assign a cluster area to each student to make a cluster tree using six occupations appropriate. The book, Standard Career Clusters and Exploratory Activities for Career Exploration or other handbooks may be used for research if students need help in identifying these occupations. Pictures from magazines can be used to illustrate the occupations they select.
3. Display cluster trees for several weeks to keep this concept before the students.

OCCUPATIONAL INFORMATION
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DESCRIPTIVE ACTIVITY TITLE: Thing Box

GRADE LEVEL: ___JH
_X_HS
___PHS

ADAPTABLE TO:
___FA ___Sci
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: 1 period

GOALS: Student will state as many occupations as possible that are involved in the creation of each item pulled from the "Thing Box."

MATERIALS REQUIRED

Box

Assortment of everyday items

PHYSICAL SETTING

Classroom

PROCESS:

1. Teacher collects in a box various items used every day by most people.
2. Teacher pulls item by item from the "thing box."
3. Students state (on paper or orally) as many occupations as possible that are involved in the manufacture of each item.

OCCUPATIONAL INFORMATION
Activity # 10
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DESCRIPTIVE ACTIVITY TITLE: Game: Tools of the Trade

GRADE LEVEL:
____JH
__X__HS
____PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GOALS: Develop student awareness of tools and materials that are associated with various jobs.

GROUP SIZE: Class

TIME REQUIRED: 1 period

MATERIALS REQUIRED:

Occup. handbooks

Activity Sheet

PHYSICAL SETTING:

Classroom

PROCESS:

Administer activity sheet to students.

STUDENT ACTIVITY SHEET

PREVIEW:

1. Do you like to learn by connecting one idea or thought to another? This is called Association.
2. Have you used this method before?
3. Do you know what "Tools of the Trade" are?

INSTRUCTIONS: (Check each item as completed).

_____1. Look at the two columns below. The words on the right should make you think of the occupations on the left when matched correctly. Try to match them.
_____2. Place the letters that match correctly in the spaces at the left.
_____3. Use the Occupational Handbook if you need help.

_____ 1.	Architect	a.	milkshakes
_____ 2.	Barber	b.	gavel
_____ 3.	Bricklayer	c.	books
_____ 4.	Carpenter	d.	pipes
_____ 5.	Disc Jockey	e.	airplanes
_____ 6.	Dentist	f.	rocks
_____ 7.	Forester	g.	trees
_____ 8.	Geologist	h.	hammer
_____ 9.	Mechanic	i.	teeth
_____10.	Librarian	j.	typewriter
_____11.	Pilot	k.	switchboard
_____12.	Plumber	l.	playing records
_____13.	Pharmacist	m.	prescriptions
_____14.	Telephone Operator	n.	hair
_____15.	Typist	o.	carburetor
_____16.	Cosmetologist	p.	blueprints
_____17.	Teacher	q.	plants
_____18.	Bank teller	r.	manicure
_____19.	Artist	s.	blackboard
_____20.	Nurseryman	t.	paints
_____21.	Dietician	u.	money
_____22.	Ceramics engineer	v.	food
_____23.	Soda Jerk	w.	ships
_____24.	Judge	x.	potter's wheel
_____25.	Stevedore	y.	trowel

REVIEW:

1. How many did you match correctly?
2. Did you learn any new occupations?
3. Make up a list of your own with at least 5 occupations and tools of the trade.

OCCUPATIONAL INFORMATION
Activity # 11
Page 1 of 2

DESCRIPTIVE ACTIVITY TITLE: Occupational Booklet

GRADE LEVEL: ___JH
X HS
___PHS

GOALS: To learn about occupations by developing a booklet.

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class(es)

TIME REQUIRED: 1 period

MATERIALS REQUIRED:

Typists
Printing available
Basic research sheet

PHYSICAL SETTING:

Library for research
Classroom
Publication area to observe publishing or printing process.

PROCESS:

1. Hand out Basic Research Sheet for students to use in researching occupations of their choice.
2. Discuss assignment: write one of the following methods using the occupational information you obtain for (1) above.
   a. poem
   b. story
   c. article (informative)
   d) cartoon sequence
   e) design a cover page for extra credit
3. Turn in (2) to editor or teacher to be edited.
4. Rewrite, as edited, if necessary.
5. All information (including acknowledgements) is given to the typist (possibly typing class) to prepare for publication.
6. Class observe printing process (office or business classes).
7. Class collate and staple booklet.
8. Advertise (if booklet is for sale).
9. Sales (as permitted).
10. Class decide use of money from sales.

BASIC RESEARCH SHEET

Use this form as a guide in collecting information you will use in your final writing of your entry in the class occupational booklet. Remember, it can be a poem, article, story, cartoon strip, riddles, or anything else your imagination permits--to convey the information to someone else on the occupation you have chosen.

Name of occupation:

Duties of occupation:

Education and/or special training needed:

Specific skills necessary to perform this job:

Does this job involve working with mostly people, data, or thing? or what combination of these?

What are entry requirements for this job, such as union or other organizational memberships?

Salary range:

Extra reward and benefits of this occupation:

Can any leisure time activities be related to this occupation?

What other jobs might be available to a person with these skills or training other than this particular job?

DESCRIPTIVE ACTIVITY TITLE: Occupational Scavenger Hunt

GRADE LEVEL: X JH, X HS, ___PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: 1 period

GOALS: To become familiar with various sources of occupational information and their use.

MATERIALS REQUIRED:

DOT handbooks
Occupational outlook handbook
Newspaper want ads
Career Info. System Needle Sort

PHYSICAL SETTING:

Classroom

PROCESS:

1. Hand out the occupational sample Scavenger Hunt questions listed below. To answer them, students may use any source available to them. Students should use the library or a career information center to become familiar with the usual location of the resource materials.

   If the classroom is used, tables can be set up to display resource materials. However, the number of participants may be more limited unless multiple copies are available.

2. Discuss the problems of finding information. Demonstrate.

Scavenger Hunt questions:

1. Name five jobs under the category of Communication Work.
2. What are the physical requirements for doing watch repair work?
3. What are the educational requirements for a judge?
4. What training is necessary to be a police person?
5. Name two jobs that are influenced by geographical location.
6. Name two jobs that require high spatial ability.
7. What is the average beginning salary of a physical therapist?
8. List 10 other jobs and their training or educational requirements.

More questions can be developed from the students' own concerns about work they are interested in.

OCCUPATIONAL INFORMATION
Activity # 13
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Career Bowl

GRADE LEVEL: X JH
X HS
X PHS

GOALS: Become aware of skills needed for specific occupations. Become more familiar with occupational information resource books.

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

MATERIALS REQUIRED:

PHYSICAL SETTING:

Classroom

GROUP SIZE: Class

TIME REQUIRED: 1 period

PROCESS:

1. Divide into an even number of teams of 4 to 6 members. Pair teams to compete.
2. Give each team the name of an occupation. It is to list all training and qualifications (abilities, preparation, etc.) needed for that occupation in 2 minutes.

   Example: Registered Nurse

   Graduate from accredited post-secondary school
   Pass a state board exam
   Graduation from high school
   Physical stamina
3. After the 2 minute time limit, the opposing team may challenge any listed qualification. The challenged team must then substantiate its qualification by a page reference to a resource book. The contest will be scored as follows:

   Each team: 1 point for each qualification not challenged.
   Defending team: 2 points for each challenge that was defeated.
   Challenging team: 2 points for each challenge not defeated.

ALTERNATIVE ACTIVITY:

Game show: "Guess your work"
--Select three panelists, a guest and an emcee.
--Guest will introduce himself by:
"To perform me, you will be working with . . ." (people, data or things, or a combination of).
--Panelists ask questions to reveal the occupation of the guest.
--This process will continue until all participants have taken part in the activity.

OCCUPATIONAL INFORMATION
Activity # 14
Page 1 of 2

DESCRIPTIVE ACTIVITY TITLE: "In-School" Visitation

GRADE LEVEL: ___JH
X HS
___PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: 1 period

GOALS: To acquaint students with various occupations within the school.

MATERIALS REQUIRED:

Permission slip that explains the project.
Interview questionnaire for student use.

PHYSICAL SETTING:

School: any occupation (teachers, cooks, security, superintendents, etc.).

PROCESS:

Each student will observe a school employee at work for an hour and report back to the class.

1. Discuss how to make the appointment and what to do during the observation and interview.
2. Hand out Interview Questionnaire and brainstorm other possible questions (students write them on the back).
3. The visits are made and interview reports handed in.
4. Each student reports (3-4 minutes) to class and hands in his interview report.
5. Students write thank you notes to the person they visited.

CE 009 528

INTERVIEW QUESTIONNAIRE

Name _____ Date _____

Person Visited: _____

Place Visited: _____

Name of Job: _____

Duties of Job: _____

_____

Education and Training Required: _____

Specific Skills Necessary:

Is the job mostly work with people, or data, or things? _____

Salary range of this occupation: _____

Are there any entry requirements (union, etc.)?

What are extra benefits or rewards in this occupation?

What leisure time activities do you enjoy? a) related to job

b) not related to job

What other experience have you had related to this occupation?

What other jobs might you be able to do with the training or experience you now have?